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ABSTRACT

This monograph, a supplement to "A Guide for Planning and Developing Guidance and Counseling Programs in Virginia's Public Schools," is designed to emphasize the importance of career guidance and counseling in the public schools of Virginia, and to provide specific direction for implementing a comprehensive program in kindergarten through grade 12. The first three sections provide a brief background of Virginia standards and guidelines for career counseling, a list of career counseling terminology, and checklists for adherence to Virginia's established career guidance and counseling principles and program development. The main section describes and outlines goals and objectives for career guidance and counseling programs at the elementary, middle school, and secondary school levels. Suggested student outcomes are listed on the left and corresponding suggested counselor/teacher/administrator strategies to achieve these outcomes are listed on the right half of each page. Sample career plan blanks are included. (TE)

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Career Guidance and Counseling

SUPPLEMENT TO "A GUIDE FOR PLANNING AND DEVELOPING
GUIDANCE AND COUNSELING PROGRAMS IN VIRGINIA'S PUBLIC SCHOOLS"

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CAREER GUIDANCE AND COUNSELING

Supplement to
"A Guide for Planning and Developing
Guidance and Counseling Programs
in Virginia's Public Schools"



Commonwealth of Virginia
Department of Education
Division of Special Education Programs
and Pupil Personnel Services
Guidance Service
Richmond, Va. 23216
July 1984

TABLE OF CONTENTS

PURPOSE	1
BACKGROUND	1
TERMINOLOGY	1
PRINCIPLES OF CAREER GUIDANCE AND COUNSELING PROGRAMS	3
DEVELOPMENT AND IMPLEMENTATION OF CAREER GUIDANCE AND COUNSELING PROGRAMS.....	4
GOALS AND OBJECTIVES FOR CAREER GUIDANCE AND COUNSELING PROGRAMS	5
Elementary School Grades (K-5)	
Suggested Program Outline	6
Sample Individual Career Plan - Elementary	11
Middle School Grades (6-8)	
Suggested Program Outline	13
Sample Individual Career Plan - Middle School	21
Sample High School Program of Studies Plan	23
Secondary School Grade (9-12)	
Suggested Program Outline	25
Sample Individual Career Plan - High School	35

PURPOSE

This monograph is designed to emphasize the importance of career guidance and counseling in the public schools of Virginia and to provide specific

direction for implementing a comprehensive program in kindergarten through grade 12.

BACKGROUND

At least three requirements in Virginia mandate career guidance services in the public schools.

The *Standards of Quality for Public Schools in Virginia 1982-84* require "career guidance for all secondary students, including students with disabilities," as one means of achieving the ultimate goal of public education, namely, "to enable each student, upon leaving school, to continue successfully a program of advanced education and/or to enter the world of work."

The *Standards of Accrediting Schools in Virginia* (1983) require in each secondary school a well-organized guidance program that includes, among other requirements, employment counseling and placement services, personal counseling, individual curriculum planning, and information for self-understanding and educational and occupational planning.

Senate Bill 647, enacted by the General Assembly of Virginia in 1975, requires employment counseling and placement services for students graduating from or leaving public schools.

While these regulations require services specifically for secondary school students, the study of child and adolescent development indicates that young people do not mature in just the teen years. Habits, behaviors, personal characteristics, intellect, interests, abilities, and personal values begin developing in infancy and grow gradually during a person's life span. The foundations for successful personal growth, good physical and mental health, school progress, and occupational fitness are laid in childhood and develop gradually through the elementary, middle, and secondary school years and continue throughout adulthood. Therefore, career guidance cannot be limited to secondary schools but must encompass the early school years that are so important in providing a base for later career decisions.

This monograph offers a suggested program of career guidance and counseling for K-12 in the public schools of Virginia.

TERMINOLOGY

An understanding of the following terms is necessary in planning comprehensive career guidance and counseling programs:

Career. A career is the sequence of major positions occupied by a person throughout his/her pre-occupational, occupational, and post-occupational life; it includes work and leisure-related roles such as those of student, employee, pensioner, together with complementary leisure, familial, and civic roles. Careers exist only as people pursue them; they are person-centered.

Career Development. Career development is part of the human development process and is a continuous, lifelong person-centered process of developmental experiences focused on seeking, obtaining, and processing information about self (values, interests, abilities) and the worlds of education, work, and leisure.

Career Guidance. Career guidance is an organized program to help students develop self-understanding; acquire information about work, education, and leisure; learn the decision-making process; gain experiences that will help in decision-making; and learn to seek, find, and keep jobs. Career guidance encompasses

the services that assist students in making occupational and educational plans and decisions; namely, self, career, and educational awareness and exploration through group guidance experiences; career counseling; placement in courses, training situations, and jobs; and follow-up.

Decision-Making. Decision-making, or problem-solving, is the process of obtaining information, weighing values and other personal considerations, and deliberating among various alternatives in an effort to make choices concerning minor and major life situations.

Individual Career Plan (ICP). To assure that career guidance is focused on students, each student in the middle and secondary schools should be assisted in developing an Individual Career Plan; it should be reviewed and revised, as appropriate on an annual basis. The Plan may be begun at the point where it seems appropriate for the maturity and needs of the child. (A sample form is included for use at the elementary school level when appropriate.) It should be reviewed each year thereafter and revised as the student (a) learns more about the worlds of education, work, and leisure, (b) grows in self-understanding,

and (c) matures in self-determination and ability to plan and to make decisions. The Individual Career Plan (ICP) should be coordinated with the Individualized Education Program (IEP) for all handicapped students.

Leisure. Leisure consists of self-determined activities and experiences. These activities may be intellectual, physical, volunteer, creative, or a combination of all four.

Student Outcomes. Student outcomes are statements of attitudes, understandings, knowledge, and accomplishments which students should achieve as a result of guidance and counseling activities in the school. Student outcomes are also called learner outcomes and are equivalent to the objectives in a competency-based instructional program.

Vocational Guidance. Another term for career guidance.

Work. Work is an activity in which physical and/or mental energy or strength is expended to perform a service or to produce a product. Work may be voluntary or imposed, paid or unpaid, creative or routine. It is activity which is required or which has to be done in a particular society, i.e., in contrast to leisure activities which are optional.

PRINCIPLES OF CAREER GUIDANCE AND COUNSELING PROGRAMS

Principles underlying career guidance program development are the same as for all other phases of guidance. These have been discussed in *A Guide for Plan-*

ning and Developing Guidance and Counseling Programs in Virginia's Schools. Use the following checklist to apply the principles to career guidance program development.

CHECKLIST FOR CAREER GUIDANCE AND COUNSELING PRINCIPLES AND PHILOSOPHY

	YES	NO
1. The career guidance program is designed to serve <i>all</i> students:	_____	_____
(a) handicapped students	_____	_____
(b) disadvantaged students	_____	_____
(c) potential dropouts	_____	_____
(d) students interested in entry level jobs after graduation	_____	_____
(e) students interested in continuing education after graduation	_____	_____
(f) students with special problems or needs	_____	_____
2. Individual career counseling is scheduled for all students.	_____	_____
3. Career group guidance sessions are planned for all students.	_____	_____
4. The career guidance program provides help for students to meet developmental needs at successive stages of growth from kindergarten to secondary school graduation.	_____	_____
5. Students are taught how to make decisions.	_____	_____
6. Students are encouraged to make decisions appropriate to their level of growth and maturity.	_____	_____
7. Career guidance activities and experiences are planned and conducted in a sequential program in all grades, K-12.	_____	_____
8. A career guidance curriculum based on student needs has been designed to highlight specific learnings students need to know about self, work, education, and leisure.	_____	_____
9. Career guidance is integrated into the total guidance program.	_____	_____
10. School administrators and teachers are involved in career guidance program development.	_____	_____
11. Parents are involved in the development and implementation of career guidance for students.	_____	_____

DEVELOPMENT AND IMPLEMENTATION OF CAREER GUIDANCE AND COUNSELING PROGRAMS

Career guidance programs should be developed in a systematic manner and follow the same steps as general program development. These steps are dis-

cussed in *A Guide for Planning and Developing Guidance and Counseling Programs in Virginia's Schools*. Use the following to apply the steps to career guidance.

CHECKLIST FOR CAREER GUIDANCE AND COUNSELING PROGRAM DEVELOPMENT

Planning

- | | YES | NO |
|--|-----|-----|
| 1. Has the planning group (e.g., Guidance Advisory Committee) become informed about career guidance through reading, study, discussion, observation, and practice? | ___ | ___ |
| 2. Has the planning group reviewed the philosophy and goals of the total educational program of the school? | ___ | ___ |
| 3. Have current practices, policies, and personnel been assessed to determine contributions already being made to career guidance? | ___ | ___ |
| 4. Do administrators support efforts to develop a career guidance program? | ___ | ___ |
| 5. Have tentative timelines been established for completing each phase of the development process? | ___ | ___ |
| 6. Has initial cost been determined? | ___ | ___ |

Assessing Needs

- | | | |
|---|-----|-----|
| 1. Have various methods of assessment been evaluated for their usefulness in determining student needs? | ___ | ___ |
| 2. Have student needs for career guidance been assessed through both formal and informal methods? | ___ | ___ |

Organizing

- | | | |
|--|-----|-----|
| 1. Have objectives for each grade level been stated in terms of student outcomes? | ___ | ___ |
| 2. Have counselors and teachers identified and stated strategies they will use to help students achieve the outcomes? | ___ | ___ |
| 3. Have activities appropriate for each age or grade level or for each special group of students been selected to achieve stated outcomes? | ___ | ___ |
| 4. Has a decision been made as to where the activities will occur, i.e., in classrooms, special group guidance sessions, extracurricular organizations, individual counseling, or business/industrial community? | ___ | ___ |
| 5. Has the amount of time each activity will require been estimated and scheduled for the appropriate time of the school year? | ___ | ___ |
| 6. Have personnel such as counselors, teachers, administrators, parents, community helpers, been identified who will assume primary responsibilities and those who will provide secondary supporting roles? | ___ | ___ |
| 7. Have appropriate resources been identified to carry out the activities? | ___ | ___ |

Evaluating

- | | | |
|--|-----|-----|
| 1. Has an overall program evaluation procedure been developed? | ___ | ___ |
| 2. Has a system (e.g., progress checklist) been developed to help students know when they have achieved selected student outcomes? | ___ | ___ |

GOALS AND OBJECTIVES FOR CAREER GUIDANCE AND COUNSELING PROGRAMS

The goals of career guidance and counseling are to help students become aware of and to explore the world of work, education, and leisure; to understand their own potential as students and future workers; to make tentative career choices; to make educational/training choices to prepare for career choices; to enter an occupation after high school graduation or to pursue a post high school training program leading to a career choice.

The goals and objectives for career guidance and counseling should be congruent with the goals for public education in Virginia and with the goals and objectives for elementary, middle, and secondary schools. Career guidance should be implemented within the framework of regular school programs and should not be a separate program.

The desired student outcomes for career guidance and counseling are as follows:

obtain and use information about self for decision-making;

obtain and use information about education, work, and leisure for decision-making;

know and practice the steps in the decision-making process;

list appropriate goals for one's life/career;

develop a written individual career plan to show steps to be taken to reach goals; and

take action to implement the Individual Career Plan (ICP).

The following strategies will enable counselors, teachers, and administrators in achieving the desired student outcomes:

assist students to collect and interpret information about themselves pertinent to decisions they need to make at each grade or age level;

assist students to collect, interpret, and use information about educational, vocational, and leisure opportunities pertinent to decisions they need to make at age or grade level;

teach students the decision-making process and aid them to use it to achieve their goals;

assist students at each age or grade level to select goals appropriate for their life/career/education (present and future); review annually;

assist each student to develop a written Individual

Career Plan (ICP). Review ICP with student at regular counseling sessions and help him/her to make changes according to his/her needs. For handicapped students, their IEPs should be correlated with their ICPs; and

assist student to carry out Individual Career Plan.

In the pages which follow, suggested outcomes are listed for students in elementary school (K-5), middle school (6-8), and secondary school (9-12), and suggested activities for school personnel to use in achieving the student outcomes are included. The following principles should be considered.

1. Activities listed are suggested ones, and the list is not intended to be definitive. Schools are advised to develop their own strategies and activities. Resources also can be developed locally or can be chosen from among the many commercial products available.
2. The outcomes and activities are not listed in sequential order. Outcomes related to self-understanding are concurrent with those needed to understand the world of work and education; some outcomes will be accomplished each year from elementary through middle school and on into secondary school. One activity alone will not necessarily accomplish the outcome; learning occurs over a period of years through a planned program of activities.
3. This approach suggests only a minimum for all students, not a maximum. Some schools will be able to achieve much more than the basic outcomes.
4. The outcomes and strategies follow nationally recognized and validated stages, namely, moving from awareness in the elementary grades to extensive exploration in the middle school grades to intensive exploration and entry-level preparation in the secondary grades.
5. Career guidance and counseling is a total school responsibility, and it involves teachers, administrators, and other personnel, as well as counselors, working as a team. It also assumes that parents and students are involved in planning and implementing career guidance to meet the students' needs.
6. The outcomes and activities can be correlated with the instructional program; they will enhance, not disrupt, learning in subject areas. Career education also will be enhanced because its objectives parallel the objectives of career guidance and counseling.
7. The outcomes and activities can be adjusted wherever needed for handicapped students.

A thorough review and analysis of these suggested student outcomes and the activities for their achievement should provide a sound basis for the development and provision of a career guidance and counseling program.

ELEMENTARY SCHOOL GRADES (K-5)
Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
I. Acquire and use information about self for use in decision-making. A. The elementary school student should become aware of self as a distinct individual self as a worthy individual characteristics which identify self self characteristics, interests, and skills which enable him/her to accomplish tasks (physical or mental) self characteristics and behaviors that affect his/her relationships with others. habits and behaviors that hinder his/her progress. feelings that accompany everyday experiences II. Obtain and use information about education, work, and leisure for decision-making.	I. Assist students to collect and interpret information about themselves which is pertinent to decisions they need to make at each grade or age level. Suggested Activities: A. Use techniques such as games, reading and writing stories and poems, role play, art, music, and other structured activities to assist students with self-awareness appropriate for their age, grade, and maturity levels. Devise forms suitable for young students to use in acknowledging their observed characteristics. Explore with students the personal characteristics and behaviors that will affect decisions they need to make about school, work, behavior, citizenship, etc. B. Share with parents pertinent information from student cumulative records; discuss why the information is important. Help parents, through individual and group activities, to better understand the career development of children and to provide experiences to enhance the healthy development of children. II. Assist students to collect, interpret, and use information about educational, vocational, and leisure opportunities pertinent to decisions they need to make at each age or grade level.

ELEMENTARY SCHOOL GRADES (K-5)

Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
A. Explain the purpose and nature of work. Describe the traditional work ethic. Explain societal attitudes and values toward work and one's personal values, responsibilities, and attitudes regarding work. 1. Recognize the difference between work and play. 2. Explain the importance of work in our homes, schools, and communities. 3. Identify the contributions one makes through work in school, home, and community. 4. Show respect for all productive kinds of work and play. B. Locate and use a variety of resources about the world of work. 1. Name the places in the school, home, and neighborhood, where information about work(ers) can be found. 2. Name at least five places in the community where people work. C. Explain one or more occupational groupings (clusters, job families, etc.). Discuss general trends, requirements, and patterns in the world of work. 1. List five or more occupations that produce goods. 2. List five or more occupations that provide services.	Suggested Activities: A. Discuss, in groups, the importance of work and what contributions it makes to the home, school, and community. Engage in activities to help students identify and analyze their own work habits and competencies as workers at home and school. B. Take students to school learning resource center to identify career books and related materials commensurate with their reading levels. Take trips to businesses and industries to observe people at work. C. Read stories and see films about different fields of work, i.e., transportation, manufacturing, health, etc. Emphasize contributions (product and service) the workers make to the community.

ELEMENTARY SCHOOL GRADES (K-5)

Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
D. List or name careers related to one's own interests, abilities, and characteristics. Discuss the viability of these options for one's own life. 1. Name some kinds of work observed in own community. 2. Complete this sentence: I'd like to work as a _____ when I grow up because 3. Play-act the jobs of some workers, e.g., mail carrier, teacher, store clerk, bus driver, etc. E. Explain the relationship of leisure time to work and education. Name leisure activities suitable for one's own life. 1. Explain the difference between work and play. 2. Name and describe play activities enjoyed. F. Demonstrate effective job search skills. 1. Be aware that personal qualities are important in getting a job. 2. Be aware that most workers get jobs by actively seeking them. G. Relate the content of subject area courses to a variety of careers.	Visit places of work to see whether services are performed or whether products are made. Roleplay workers in different occupations, e.g., grocer, mail carrier, police officer, etc. D. For a day, wear a piece of clothing associated with a specific worker. Identify tools and objects associated with specific occupations. Make bulletin board displays of different kinds of work and workers. Invite parents and other people to tell about their work. E. Engage in play activities at school. Discuss how play is of value to all workers. F. Identify and explore available leisure time options. G. Discuss qualities necessary for jobs to be done in the classroom or around school. Apply for tasks needed to be done in classroom or around school. H. Identify the skills to be learned in elementary school that will be important in work in the future.

ELEMENTARY SCHOOL GRADES (K-5)
Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
III. Know and practice the steps in the decision-making process. A. Become aware that decisions are deliberate choices. B. Practice making decisions related to everyday school and classroom choices. C. Make decisions about everyday school activities. IV. Develop appropriate goals regarding effective functioning at school and home. A. Name goals for own school work. B. List goals for becoming kind of person one wants to be. C. List goals for getting along with other people.	III. Teach students the decision-making process. Suggested Activities: A. Use everyday school experiences to teach awareness of making decisions. IV. Assist students at each age or grade level to select goals that will help them function more effectively at school and at home. Suggested Activities: A. List the personal characteristics needed to be an effective student. B. List the study habits one needs to improve as a student. C. Make a list of the characteristics and behaviors one needs to be a good citizen.

SAMPLE

NAME _____
Last First Middle

**INDIVIDUAL CAREER PLAN — ELEMENTARY
Virginia Public Schools Grades K-5**

School _____

1. My best characteristics are the following: _____

2. My main likes and dislikes are these: _____

3. My strongest abilities are these: _____

4. When I grow up, I think I'd like to work as a: _____

5. To be a good student, I need to do the following: _____

6. To become the kind of person and citizen I want to be, I need to do the following: _____

7. I shall participate in the following home, school, and community activities to help me develop the characteristics, habits, and skills I need and want: _____

Signatures: _____
Student Parent Counselor (or Teacher)

MIDDLE SCHOOL GRADES (6-8)
Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
I. Acquire information about self for use in decision-making. A. The middle school student should identify his/her likes and dislikes activities and tasks which he/she has accomplished and also ones attempted unsuccessfully skills and abilities involved in successes and failures (in school and out of school) character and person traits (assets and handicaps) that relate to work, education, and getting along with others habits and behaviors (good and bad) feelings experienced in everyday life values (things prized or cherished) aspirations or ideals II. Obtain and use information about education, work, and leisure for decision-making. A. Explain the purpose and nature of work. Describe the traditional work ethic. Explain current values and atti- tudes toward work.	I. Assist students to collect and interpret information about themselves which is pertinent to decisions they need to make at each grade or age level. Suggested Activities: A. Administer questionnaires and standardized inventories or tests to help students explore their interests, apti- tudes, and achievements. Encourage students to confer with peers, teachers, par- ents, employers, and other adults about characteris- tics of the student. Use other techniques such as try-out experiences, struc- tured exercises, games, puzzles, interviews, selected readings, autobiographical writings, creative writing, art, drama, etc., to expand self understandings and to test reality. Review data individually with students regarding their interests and abilities. Discuss with student all information pertinent at any decision point in his/her school experiences and help student to analyze and interpret the current signifi- cance of the data, both assets and limitations. II. Assist students to collect, interpret, and use information about educational, career, and leisure opportunities pertinent to decisions they need to make at each age or grade level. Suggested Activities: A. Discuss in groups the traditional American work ethic and the current work values of American workers. Have each student write a brief composition express- ing his/her beliefs about work.

MIDDLE SCHOOL GRADES (6-8)
Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
1. Explain the purpose and nature of work. 2. Differentiate work from leisure/recreation. 3. Describe the main ideas in the traditional work ethic. 4. Identify the factors (values, conditions, etc.) that determine success and satisfaction in modern work. 5. Explain one's own opinion about these work ethics and state own set of work values. 6. Explain how sex stereotypes, racial biases, and handicapping conditions affect career choices and job opportunities for workers. 7. Demonstrate respect for and acceptance of all kinds of productive work. B. Locate and use a variety of resources about the world of work. 1. Name the places in the home, school, and community where information about work(ers) can be found. 2. Name at least five different types of resources giving information about work. 3. Name at least ten different kinds of information one needs about occupations before considering choices. 4. Name at least three important points to consider in judging the usefulness of career information. 5. List the career information sources used in grades 6-8. C. Explain one or more occupational groupings (clusters, job families, etc.). Discuss general trends, requirements, and patterns in the world of work. 1. Explain what is meant by a job family or an occupational cluster. 2. Name the six different work modes. 3. Name at least seven clusters or groups of occupations.	Roleplay persons with various handicaps. Roleplay persons of a different race. Invite workers in nontraditional jobs to discuss their careers. Interview workers to find out what features of their jobs give them satisfaction and are most meaningful to them. B. Through groups, orient students to career materials suitable for their use in the school and community. Teach students how to use career references, e.g., <i>Dictionary of Occupational Titles</i>, <i>Occupational Outlook Handbook</i>, occupational kits, etc. Explain key points to use in judging the usefulness of career information. Demonstrate how to apply the points and then let students practice using the criteria to judge various materials in class. Develop an outline for the main features about occupations that students need to use in exploring careers C. Provide group exploration of job clusters or job families, using a variety of resources. Using the "Buzz-Session" technique, let students share with classmates some of the interesting features of the occupations explored. Collect the outlines for all the occupations explored and make a class booklet. Present audiovisual materials to teach changing patterns in work and general employment trends.

MIDDLE SCHOOL GRADES (6-8)

Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
4. Name three or more occupations in each of the seven clusters identified in the preceding step. 5. Name an occupation which is becoming obsolete or in which demand is low. 6. Name at least one occupation that has been created within the last decade. 7. Name at least three occupations in great demand for workers for the current year in the local area, in the state, and in the nation. 8. Name three occupations predicted to have high employment for the next ten years in the local area, in the state, and in the nation. 9. Name at least two ways the current laws requiring sex equity and racial equity have affected career choices and job opportunities. 10. Explain how current laws relating to handicapped persons affect their career choices and opportunities. 11. Outline the general kinds of information (e.g., duties, training, lifestyle) one needs to know about occupations before making a career choice. 12. Using the outline, state the main features of several occupations of different kinds. D. List careers related to own interests, abilities, and characteristics. Discuss the viability of these options for one's own life. 1. List two or more occupations that are related to one's own interests, abilities, and characteristics. 2. Describe the main features of each occupation. 3. Name the job family or cluster of each occupation. 4. Discuss how each one is related to self interests, abilities, and characteristics. 5. Name at least three other occupations that are in the same job family or cluster. 6. Identify one or more tentative career choices to explore further.	Make a scrapbook to illustrate new, interesting, or unusual occupations. Explore opportunities in the various job clusters for women, racial and ethnic minorities, and handicapped persons. Prepare bulletin board displays of occupational clusters or job families. Also display pictures and articles about people working in jobs not traditionally open to some people because of their race, sex, or handicapping condition. Invite workers employed in some of these non-traditional jobs to the school to discuss and answer questions about their work. Discuss the six different work modes: creative, conventional, enterprising, investigative, mechanical, and social. View films or filmstrips, read stories, draw pictures, etc., to clarify these six modes. D. Have each student select one or more occupations from a cluster or job classification and outline major points of information. Hold a Career Day representing the job clusters. Visit work sites where several jobs in a cluster or a job family can be observed. Invite workers representing various occupations to wear their regular work clothes, and, if possible, to bring some tools or objects used in their jobs.

MIDDLE SCHOOL GRADES (6-8)

Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
E. Explain the relationship of leisure time to work and education. Name leisure activities suitable for one's own life. 1. Explain the importance of leisure activities for students and for workers. 2. Name and describe leisure/recreational activities participated in. 3. Describe the career opportunities inherent in several leisure/recreational activities. F. Demonstrate effective job search skills. 1. Name the common personal characteristics that most employers prefer in workers. G. Name the options for career training at each level of public school education and explain the relationship of each to the world of work. Name the options suitable for one's own life. 1. Name the middle school vocational exploratory courses which may be offered in middle school. 2. Name the areas of vocational courses offered in local high school and give at least one example of each. 3. List vocational courses that relate to own interests and aptitudes. 4. Explain how the skills learned in academic and vocational courses relate to tentative career choices. 5. Explain how skills learned through school and community activities relate to tentative career choices. 6. Explain how current laws related to sex equity, racial equity, and handicapped persons affect their educational choices and opportunities in the public schools.	E. Explore the difference between work and leisure. Identify the leisure/recreational interests and activities of each student. Discuss in the group how leisure activities are related to jobs. F. Read stories about workers and identify the qualities that are expected for certain jobs. Interview employers and personnel managers to determine what skills and characteristics are needed in specific jobs. G. Identify the courses in high school that teach job entry and marketable job skills. List these courses under vocational areas of study such as agriculture, business, distribution and retailing, health, homemaking, trade and industrial. Identify the courses in high school that teach skills needed for continuing one's education or training beyond high school. List these courses under major subject areas such as language arts, science, mathematics, fine arts, physical education, etc. Invite teachers of all subjects to describe course content and indicate how the skills relate to occupations. Visit vocational education facilities to see programs in action.

MIDDLE SCHOOL GRADES (6-8)

Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
H. Name and describe the options for career training outside of the public school. 1. List some of the ways one can extend training for a career beyond the secondary school. 2. Explain the opportunities for training through —General Education Development (GED) programs, —Job Training Partnership Act Program (JTPA)* —Job Corps, —Military service. 3. Explain how current laws related to sex equity, racial equity, and handicapped persons affect their educational choices and opportunities at the post-secondary level. I. Name sources of financial aid to obtain career training and explain how to apply for aid appropriate to one's goals. 1. Define terms such as scholarships, fellowship, loan, grant. 2. Explain the relationship of achievement in middle school and secondary school to obtaining financial aid. III. Know and practice the steps in the decision-making process. A. List and/or describe the steps in the decision-making process. B. Choose a typical decision point in one's life and explain how following the steps helped one make the choice.	H. View films which describe and portray specific careers to learn about training required for entry. (Films available from Media and Technology, Virginia Department of Education.) Invite speakers to talk about GED, JTPA*, Job Corps, and other methods of extending training. Discuss how each of the above applies to women, racial and ethnic minorities, the gifted and talented, and the handicapped. Discuss non-traditional jobs for men, women, blacks, and other minority groups. I. Include financial aid terms in vocabulary study. Invite former students now receiving financial aid for college or other post-secondary training to relate how their achievement in high school affected their opportunity to obtain aid. III. Teach students the decision-making process. A. Use structured exercises to teach the decision-making process. B. Devise situations or capitalize on real-life situations to give students practice in using the decision-making steps in everyday life/school decisions.

*Previously known as Comprehensive Employment Training (CETA)

MIDDLE SCHOOL GRADES (6-8)
Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
C. Demonstrate the use of the decision-making steps in choosing courses for high school, choosing a tentative career goal, and choosing extracurricular or leisure-time activities. IV. List appropriate goals for one's life/career. A. Name goals for one's own school work. B. List goals for becoming kind of person one wants to be. C. List goals for getting along with other people. D. Select one or more tentative career goals. E. Select appropriate courses at secondary school level for tentative career preferences. V. Develop a written Individual Career Plan to show steps to be taken to reach goals. Take action to implement ICP.	C. Lead each student through an explanation of how the decision-making steps are used in choosing high school courses choosing a tentative goal, and choosing leisure time activities. IV. Assist students at each age or grade level to select goals appropriate for their life/career/education (present and future). Review annually. Suggested Activities: A. Make a list of the personal characteristics one needs to be a good student and a good employee. B. Make a list of the study habits one needs to improve. C. Make a list of the characteristics and behaviors one needs to develop to be a good citizen. D. Make a statement about the amount and kind of education and training one wants in his/her life. E. Identify one or more tentative career goals. V. Assist each student to develop a written Individual Career Plan (ICP). Review ICP with student at regular counseling sessions and modify according to his/her needs. For handicapped students, correlate the Individual Career Plan (ICP) with the Individual Education Plan (IEP). (See attached form.)

MIDDLE SCHOOL GRADES (6-8)

Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
A. Fill out an Individual Career Plan for middle school students. Obtain assistance from counselors, teachers, and parents.	Suggested Activities: A. Assist student to list competencies and attitudes needed to meet goals. (Include job search skills.) B. Assist student to choose vocational and academic courses needed to meet career goals, i.e., to develop a Program of Studies Plan for high school. C. Assist student to register for and then enroll in selected courses. D. Assist student to choose leisure and recreational activities that will complement scholastic skills. E. Assist student to apply for part-time job.

SAMPLE

**INDIVIDUAL CAREER PLAN—MIDDLE SCHOOL
Virginia Public Schools Grades 6-8**

NAME _____
 Last First Middle

School _____

1. My identified interests are:

2. My identified abilities and skills are:

3. My hobbies and recreational/leisure activities are: _____

4. I do best in the following school subjects: _____

5. I have explored careers in the following occupational clusters: _____

6. My tentative career goal(s) is (are): _____

7. In order to achieve my career goal, I need to develop the following characteristics, habits, or behaviors: (Check the item when it has been successfully accomplished.) _____

8. I need to develop the following skills or competencies: (Check the skill when it has been accomplished successfully.) _____

9. I shall participate in the following home, school, and community activities to help me develop the traits and skills I need: (Check when accomplished successfully.) _____

10. To achieve my career goal, I shall choose the following Program of Studies in high school:
 20 Credit Diploma _____ 22 Credit Diploma _____ Other _____

11. I shall tentatively plan to study the following courses in Grades 6-8:

Grade 6	198__-8__
Subjects	Mark

Grade 7	198__-8__
Subjects	Mark

Grade 8	198__-8__
Subjects	Mark

Grade 9	198__-8__
Subjects	Mark

Signatures: _____
 Student

 Parent

 Counselor

SAMPLE

NAME _____
 Last First Middle

**HIGH SCHOOL PROGRAM OF STUDIES PLAN
 Virginia Public Schools Grades 9-12**

School _____

Grade _____ 198__-8__

Subjects	Mark	Unit

Grade _____ 198__-8__

Subjects	Mark	Unit

Grade _____ 198__-8__

Subjects	Mark	Unit

Grade _____ 198__-8__

Subjects	Mark	Unit

Grade _____ 198__-8__

Subjects	Mark	Unit

Grade _____ 198__-8__

Subjects	Mark	Unit

Signatures: _____
 Student Parent Counselor

SECONDARY SCHOOL GRADES (9-12)
Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
I. Acquire information about self for use in decision-making. A. The secondary school student should list and describe his/her own observed and tested interests (vocational and leisure) abilities (vocational and leisure) skills and achievement (academic, vocational, leisure) character and personal traits (assets and handicaps) relationships with and attitudes toward others attitudes toward work habits (good and bad) motivations and feelings behaviors and citizenship values, needs, and aspirations B. The secondary school student should name the kinds of information in his/her cumulative record and state who records it, how it can be released, who uses it, how it is used, and where the record is stored.	I. Assist students to collect and interpret information about themselves which is pertinent to decisions they need to make at each grade or age level. Suggested Activities: A. Use questionnaires and standardized inventories or tests to help students explore their interests, aptitudes, and other characteristics. Confer with, and encourage the students to confer with peers, teachers, parents, employers, and other adults about the students' characteristics. Use other techniques such as try-out experiences, structured exercises, games, puzzles, interviews, selected readings, autobiographical writings, creative writing, art, drama, etc., to expand self-understandings and to test reality. Review regularly with student the data in his/her cumulative record. Update regularly as needed. Discuss with student all information pertinent at any decision point in his/her school experiences and help student to analyze and interpret the current significance of the data. B. Show and explain forms used in the school to collect information about students. Explain where and how the information is filed and maintained. Explain legal aspects of records. Let students fill out selected forms for their own records. Discuss ways the data can be used to help the student.

SECONDARY SCHOOL GRADES (9-12)

Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
II. Obtain and use information about education, work, and leisure for decision-making. A. Explain the purpose and nature of work. Describe the traditional work ethic. Explain current attitudes and values toward work. 1. Explain the purpose and nature of work. 2. Differentiate work from leisure/recreation. 3. Describe the main ideas in the traditional work ethic. 4. Identify the factors (values, conditions, etc.) that determine success and satisfaction in modern work. 5. Explain one's own opinion about these work ethics. Establish own set of work values. 6. Explain why some occupations have more prestige than others. 7. Explain how sex stereotypes, racial biases, and handicapping conditions affect career choices and job opportunities for workers. 8. Demonstrate respect for acceptance of all kinds of honest productive work. B. Locate and use a variety of resources about the world of work. 1. Name the places in the home, school, and community where information about work(ers) can be found. 2. Name at least five different types of resources that provide information about work.	II. Assist students to collect, interpret, and use information about educational, vocational, and leisure opportunities pertinent to decisions they need to make at each age or grade level. Suggested Activities: A. Rewrite the composition on beliefs about work to reflect any changes since middle school. Explore areas of discrimination in work. Interview workers of differing races, sex, and ethnic origin to discover how attitudes, affect workers in various jobs. Explore the participation of handicapped persons in various work situations. Interview workers in nontraditional jobs. Rank occupations according to prestige in current American culture and discuss reasons for high or low ranking. Discuss the influence of prestige in choice of careers. B. Through groups, orient students to the resources in the local school and community that provide information about careers, e.g., occupational briefs, films, filmstrips, cassettes, computers, <i>Dictionary of Occupational Titles</i>, <i>Occupational Outlook Handbook</i>, employed workers, businesses and industries, etc. Through groups, orient students to the sources of job

SECONDARY SCHOOL GRADES (9-12)

Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
3. Explain how a student or adult should judge the usefulness of career information. 4. List the career information sources used in Grades 9-12. 5. Name at least three sources of information about job opportunities. Explain the strengths and limitations of each source. C. Explain one or more occupational groupings (clusters, job families, etc.). Discuss general trends, requirements, and patterns in the world of work. 1. Explain what is meant by a job family or an occupational cluster; name any other grouping of occupations in the world of work. 2. Name at least ten occupational clusters; name any other grouping of occupations in the world of work. 3. Name six or more occupations in each cluster or group. 4. Describe the variety of job opportunities in the military forces. 5. Name five occupations that are becoming obsolete or for which demand is low. 6. Name at least five occupations that have been created within the last decade. 7. Name the occupations in greatest demand for workers for the current year in the local area, in the state, and in the nation. 8. Name the occupations predicted to have high employment for the next ten years in the local area, in the state, and in the nation. 9. Name at least three ways that current laws requiring sex equity and racial equity have affected career choices and job opportunities.	opportunities (classified ads, private employment agencies, Virginia Employment Office, personnel managers and/or employers, etc.) Present criteria for judging usefulness of information and demonstrate how to apply criteria to different kinds of resources. Let the student apply the criteria to resources available in the school. C. Provide group exploration of work in terms of data, people, and things. Provide exploration of general requirements for entrance into and advancement opportunities in a career field. Prepare bulletin board displays of occupational clusters or job families. Review and update knowledge of employment trends and patterns. Explore the impact of social and technological change on work and workers. Explore labor laws and regulations and the role of labor unions. Investigate various misleading or illegal tactics used to attract people to some jobs. Discuss, or demonstrate, ways to avoid such practices. Invite representatives from each branch of the U. S. military forces to present an overview of opportunities for careers.

SECONDARY SCHOOL GRADES (9-12)

Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
10. Explain how current laws relating to handicapped persons affect their career choices and opportunities. 11. Outline the kinds of information (e.g., training, duties, entry requirements) one needs to know about any occupation before making a career choice. 12. Using the outline, describe the features of several different kinds of occupations. 13. Describe the employment outlook in each occupational area being considered as a career choice. 14. Explain the pros and cons of labor unions in terms of values and career preferences. 15. Describe some misleading or illegal tactics used to attract people to some jobs. 16. Explain labor laws and regulations (federal, state, local) that apply to young workers. 17. Explain the impact of social or technological change on work and workers. D. List or name careers related to one's own interests, abilities, and characteristics. Discuss the viability of these options. 1. List five or more occupations that are related to one's own interests, abilities, and characteristics. 2. State the main features of each. 3. Name the job family or cluster for each. 4. Discuss how each one is related to own interests, abilities, and characteristics. 5. Select one or more career choice to investigate in detail. 6. Explain legal and professional regulations pertaining to each tentative choice.	D. Have each student explore in detail the occupations related to his/her tested and expressed interests, abilities, and characteristics. Arrange to shadow a worker in occupations of interests. Construct a career ladder for occupations of interest. View films on career lifestyles. Invite workers to describe the way their careers affect their lives. Hold a Career Day involving many different occupations. Visit places of work and fill out a Job Analysis Guide for each.

SECONDARY SCHOOL GRADES (9-12)
Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
E. Explain the relation of leisure to work and education. Name leisure activities suitable for one's own life. 1. Explain the importance of leisure activities for students and for workers. 2. Name and describe leisure/recreational activities participated in. 3. Name and describe in detail some leisure activities which are consistent with the student's tentative choices. F. Demonstrate effective job search and maintenance skills. 1. Name the common personal characteristics that employers prefer in workers. 2. Demonstrate how to - write a letter of application - write a resume - write a work wanted ad - conduct a personal job interview - take an employment test - follow-up the job interview 3. Explain how and where to get - a driver's license - a birth certificate - a work permit - a social security number and card 4. Explain the pros and cons of using - job placement service of the school - public employment agencies - private employment agencies - classified ads - job "tips" from friends, relatives, et al. - other advertisement of job vacancies	E. Identify the leisure/recreational interests and activities of each student and describe how each would contribute to or hinder careers under consideration. F. Teach the techniques of applying for jobs, writing resumes, and interviewing. Roleplay different kinds of job interview situations. Video-tape practice job interview and critique classmates. Hold a Job Clinic for seniors ready to enter a job. Invite employers to talk with students about techniques of getting and holding a job. Investigate the advantages and disadvantages of the various means of obtaining jobs. Locate three or more job vacancies and make applications for them; share with classmates the experiences and learnings during the job searches. Prepare an individual job-search portfolio. Invite a panel of employers and employees in a variety of occupations to discuss key points which new workers on a job need to know. Interview workers about conditions and problems that occur when a person is new on a job. Record the conversations to share with other students at school. Develop a "Handbook for Young Workers" that provides information on the many facts young persons need to know when entering the labor market.

SECONDARY SCHOOL GRADES (9-12)

Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
5. Explain the following: - withholding income tax from wages - OASDI and other deductions from wages "fringe benefits" - how to cope with lay-offs - what to do about injuries on the job - Workmen's Compensation - what to do about safety and health hazards on the job - how to cope if fired from a job G. Name the options for career training at each level of public school education and explain the relationship of each to the world of work. Name the options suitable for one's own life. 1. Name the areas of vocational education offered in local high school and list three courses in each area. 2. List vocational courses at the high school level that relate to own interests and aptitudes. 3. Name the academic courses at high school level that would contribute to own career preferences. 4. Explain how the skills learned in academic and vocational courses relate to tentative career choices. 5. Name the co-curricular school activities and the community activities that would contribute to own career choices. 6. Explain how current laws related to sex equity, racial equity, and handicapped persons affect their educational choices and opportunities at the public school level.	G. Review the high school offering in vocational and academic areas. Talk with students and teachers about those courses. Study follow-up data on students who have taken vocational courses. Invite students belonging to subject-related organizations (e.g., FFA, VICA, Spanish Club) to explain the activities and benefits of such organizations to career choices.

SECONDARY SCHOOL GRADES (9-12)

Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
H. Name and describe the options for career training outside the public school level. Explain how to avoid being misled by illegal or unethical tactics for training. Name the options suitable for one's own life. 1. Discuss the advantages and disadvantages of each of the following as a means of extending career training beyond high school: - on-the-job training - military forces - apprenticeships - vocational or trade schools - special professional schools - community colleges/two-year colleges - four-year colleges - graduate schools 2. List criteria to use in evaluating any training opportunity before choosing it. 3. Explain how current laws related to sex equity, racial equity, and handicapped persons affect their educational choices and opportunities at the post-secondary level. 4. Describe how illegal and unethical training opportunities operate. Explain how to avoid such practices. 5. Explain the training opportunities most suitable for own career preferences. I. Name sources of financial aid to obtain career training and explain how to apply for aid appropriate to one's goals. 1. Name potential sources of financial aid for career training.	H. Conduct a forum on the different ways students can extend career training beyond high school. Teach the criteria for evaluating career training opportunities. Invite former students to discuss how to avoid illegal and unethical educational and training opportunities. Organize a Post-High School Education Day/Night with representatives from various training institutions. Visit selected institutions. Invite present and former members of the military forces to discuss training opportunities in the military services. I. Conduct a panel discussion on ways to finance post-high school career training. Invite financial aid officers to present information on specific aid programs.

SECONDARY SCHOOL GRADES (9-12)

Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
2. List sources of aid suitable for training for own career preferences. 3. Describe any special opportunities for financial aid for minorities, handicapped, gifted, and talented. 4. Fill out forms to apply for financial aid. III. Know and practice the steps in the decision-making process. A. List and/or describe the steps in the decision-making process. B. Choose a typical decision point in one's own life and explain how following the steps helps in making a choice. C. Demonstrate the use of the decision-making steps in choosing courses for high school choosing extracurricular or leisure-time activities choosing tentative career goals choosing post-high school education or training opportunities appropriate for career goals choosing a parttime or fulltime job making personal-social decisions about family, friends, citizenship, etc. IV. List appropriate goals for one's life/career.	Fill out sample financial aid forms. Plan a sample budget for one year of post-high school training. III. Teach students the decision-making process. Suggested Activities: A. Review in group guidance or the counseling session the decision-making steps prior to each decision point. B. Devise situations or capitalize on real-life situations to give students practice in using the decision-making steps in everyday life/school decisions C. Lead each student through an explanation of how the decision-making steps are used in choosing high school courses making tentative career choices selecting appropriate post-high school training opportunities selecting a part time or full time job to apply for choosing leisure activities IV. Assist students at each age or grade level to select goals appropriate for their life/career/education (present and future). Review annually.

SECONDARY SCHOOL GRADES (9-12)

Suggested Program Outline

SOME SUGGESTED STUDENT OUTCOMES	SOME SUGGESTED COUNSELOR/TEACHER/ ADMINISTRATOR STRATEGIES TO ACHIEVE OUTCOMES
A. Name goals for one's own school work. B. Explain goals for becoming kind of person one wants to be. C. Explain goals for getting along with other people. D. Select one or more tentative career goals. E. Select appropriate courses at secondary level for tentative career preferences. F. Select appropriate post-high school training for tentative career preferences.	Suggested Activities: A. Make a list of personal characteristics one needs to develop to be a good student and a good employee. B. Make a list of the study habits one needs to improve. C. Make a list of the characteristics and behaviors one needs to develop to be a good citizen. D. Make a statement about the amount and kind of education and training one wants in his/her life. E. Express one or more tentative career goals.

SAMPLE

NAME _____
Last First Middle

**INDIVIDUAL CAREER PLAN—HIGH SCHOOL
Virginia Public Schools Grades 9-12**

School _____

1. My identified interests are:

_____	_____
_____	_____
_____	_____

3. My hobby and recreational/leisure activities are as follows:

_____	_____
_____	_____
_____	_____

5. I have explored the following careers:

_____	_____
_____	_____
_____	_____

7. My tentative career goal(s) is (are) the following:

2. My identified abilities are:

_____	_____
_____	_____
_____	_____

4. I do best in these school subjects:

_____	_____
_____	_____
_____	_____

6. I have worked part time or had some experience with the following jobs or work tasks:

_____	_____
_____	_____
_____	_____

8. In order to achieve my career goal(s):

a. I need to develop the following characteristics, habits, or behaviors: (Check the item when it has been successfully accomplished.)

_____	_____	_____
_____	_____	_____

b. I need to develop the following skills or competencies: (Check the skill when it has been accomplished successfully.)

_____	_____	_____
_____	_____	_____

c. I need to participate in the following home, school, and community activities to help me develop the characteristics and skills I want: (Check the item when accomplished successfully.)

_____	_____	_____
_____	_____	_____

I have chosen the following curriculum to study in high school and shall enroll in the courses outlined on my High School Program of Studies Plan. (See attached card in my cumulative record.)

20 Credit Diploma _____

22 Credit Diploma _____

Other _____

e. I shall plan to pursue further training beyond high school in OR f. I shall plan to obtain work in one of the following jobs
the following programs, schools, or colleges: (businesses, industries).

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Signatures: _____
Student

Parent

Counselor

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